



## OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

**Sponsoring Institution (s):** Lindenwood University

Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

**Program Title:** Master of Arts Degree, Education; Master of Arts Degree, School Administration, initial principal certification

**Degree/Certificate:** MA, Education and MA, School Administration, initial principal cert

**Institution Granting Degree:** Lindenwood University

**Delivery Site(s):** Warsaw Community Learning Center, 20363 Lane of Champions, Warsaw, MO 65355

**Mode of Program Delivery:** Seated and hybrid

**Geographic Location of Student Access:** Mid-Missouri

**CIP Classification:** 13.0301, 13.0408, 13.0409 (Please provide CIP code)

**Implementation Date:** Spring, 2017

Semester and Year

**Cooperative Partners:** NA

### AUTHORIZATION

Marilyn S. Abbott, Provost and VPAA

Name/Title of Institutional Officer

*M. S. Abbott*

Signature

10/10/2014

Date

Cynthia Bice, Dean, School of Education

Person to Contact for More Information

636-949-4618

Telephone



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Lindenwood University  
Program Name          Master of Arts in Education, Master of Arts in School Administration,  
initial certification;  
Date      January, 2017

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

### 1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.  
Masters Degree: Resume, Personal Statement, Cumulative GPA 3.0 for Certification programs
- Characteristics of a specific population to be served, if applicable.  
Educators

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
Minimum requirement Educational Specialist degree
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.  
No full-time faculty at this site
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Faculty serve as advisors/mentors to students to ensure consistency with main campus, curriculum, academic standards, policies and procedures.

### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.  
N/A

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- Percent of full time and part time enrollment by the end of five years.  
Three years – 20; Five Years - 25

#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
Three years – 15; Five years - 15
- Special skills specific to the program.  
Students must successfully complete a degree program and pass certification assessments to be recommended for certification per MODESE requirements. Two years successful teaching experience for all certification programs. All students must maintain a 3.0 GPA. Throughout the program.
- Proportion of students who will achieve licensing, certification, or registration.  
100% of student enrolled in certification programs.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.  
Our goal is aligned with MODESE APR requirements: Eighty percent of students will pass the certification exam by the second attempt.
- Placement rates in related fields, in other fields, unemployed.  
Students are currently employed with local school districts.
- Transfer rates, continuous study.  
Students will be able to transfer up to 9 hours into a advanced degree.

#### 5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**  
Lindenwood University is accredited through the Higher Learning Commission. The Lindenwood University School of Education programs are accredited through the Missouri Department of Elementary and Secondary Education. The initial teacher certification program is accredited through the national Council for the Accreditation of Educator Preparation (CAEP) through the national Teacher Education Accreditation Council (TEAC) legacy pathway. Currently CAEP is finalizing national advanced education standards and Lindenwood University School of Education will pursue this certification when it is available.

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## 6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. 100%. Student evaluate faculty at the end of each term. Faculty supervisors also do site visits and evaluate faculty for renewal.
- Expected satisfaction rates for employers, including timing and method of surveys. All principal programs (MA or EdS in School Administration) have electronic employer surveys administered by the state annually in the spring. We use the benchmark that 66% or more of employers will agree or strongly agree that the principal was prepared in the state standards

## 7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Lindenwood University has successfully sponsored a Master of Arts degrees in other regions across the state where university access is limited and professional development needs are high. Communication potential students and district administrators has indicated the need for a Lindenwood site in the Benton county from educators in the school districts of Warsaw, Clinton and Cole Camp. The Warsaw school district has offered a facility where classes can be held. Several area administrators have expressed interest in teaching in the graduate programs. All instructors will have successful curriculum and instructional leadership and administrative experience that is relevant to the courses they will teach.



## STUDENT ENROLLMENT PROJECTIONS

### Warsaw Site – Warsaw Community Learning Center

Year	1	2	3	4	5
Full Time					
Part Time	15	20	25	30	35
Total					

Please provide a rationale regarding how student enrollment projections were calculated:

Projections are calculated based on feedback from potential students and school district administrators in the Benton county area. There are 15 students ready to begin the program.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

The Warsaw, Clinton and other Benton county school district teachers do not have close access to any university where they can continue their professional development and work toward an advanced degree. Lindenwood University extended sites coordinator has been contacted by several personnel from the area requesting a possible site due to its reputation for quality graduate education programs. The Warsaw school district has offered the Learning Center as a location for classes.